



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 12111540
SAU: MSAD 17
School: Guy E Rowe School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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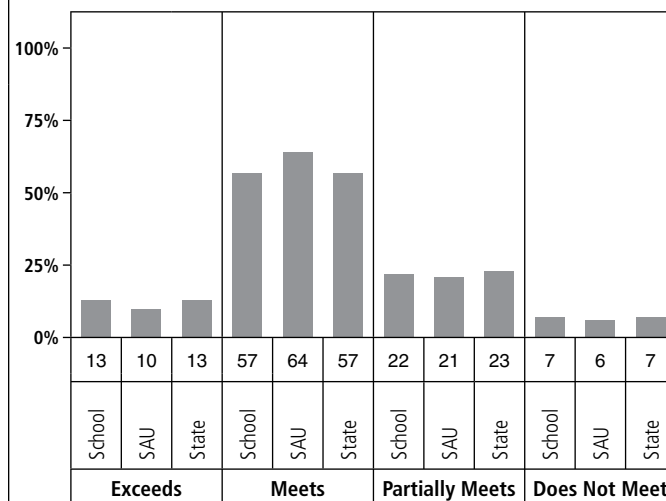
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: MSAD 17
School: Guy E Rowe School

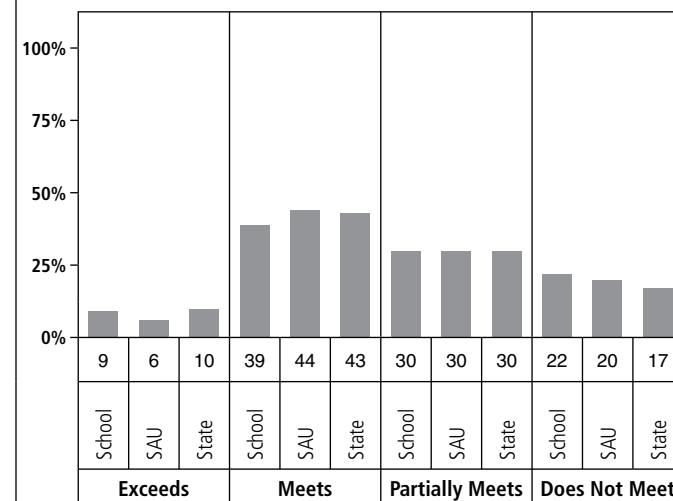
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	643	644	644
2006–2007	640	644	646
2007–2008	648	648	648
Cum. Avg. *	644	645	646
Mathematics			
2005–2006	638	639	641
2006–2007	639	641	643
2007–2008	639	640	642
Cum. Avg. *	639	640	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 6
 SAU: MSAD 17
 School: Guy E Rowe School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	74	100	286	100	14365	100	72	97	282	99	14266	99	71	96	282	99	14268	99												
Ethnicity African American/Black	2	3	2	1	418	3	2	100	2	100	407	97	2	100	2	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	1	1	3	1	249	2	1	100	3	100	249	100	1	100	3	100	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	71	96	281	98	13438	94	69	97	277	99	13353	100	68	96	277	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	20	27	58	20	2518	18	19	95	55	96	2479	99	18	90	55	96	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	40	54	143	50	5335	37	38	95	140	99	5277	99	38	95	140	99	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	46	62	206	72	11613	81	46	62	207	72	11626	81												
Identified disability (PET/IEP)	2	4	4	2	373	3	2	4	5	2	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	1	0	149	1	0	0	1	0	150	1												
Participation with accommodations	22	30	70	24	2451	17	21	28	69	24	2446	17												
Identified disability (PET/IEP)	13	59	45	64	1909	78	12	57	44	64	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	9	41	25	36	350	14	9	43	25	36	335	14												
Participation through alternate assessment (PAAP)	4	5	6	2	197	1	4	5	6	2	196	1												
Identified disability (PET/IEP)	4	100	6	100	197	100	4	100	6	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	1	0	24	0	0	0	1	0	24	0												
Non-participation – other	2	3	3	1	75	1	3	4	3	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 17
School: Guy E Rowe School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	5	8	15	6	1176	8
	2006-2007	0	0	13	5	1132	8
	2007-2008	9	13	27	10	1817	13
	Cum. Total*	14	8	55	7	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	27	45	136	54	7612	51
	2006-2007	31	57	127	52	8127	57
	2007-2008	39	57	176	64	8072	57
	Cum. Total*	97	53	439	57	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	21	35	73	29	4080	27
	2006-2007	12	22	70	29	3549	25
	2007-2008	15	22	57	21	3194	23
	Cum. Total*	48	26	200	26	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	7	12	28	11	2005	13
	2006-2007	11	20	32	13	1478	10
	2007-2008	5	7	16	6	981	7
	Cum. Total*	23	13	76	10	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	32.8	58.6	33.1	59.1	32.7	58.4
Literary Text	28	50	16.3	58.2	16.6	59.3	16.3	58.2
Informational Text	28	50	16.5	58.9	16.5	58.9	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 6
SAU: MSAD 17
School: Guy E Rowe School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	68	9	13	39	57	15	22	5	7	648	276	10	64	21	6	648	14064	13	57	23	7	648
Ethnicity																						
African American/Black	2										2						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	1										3						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	65	8	12	38	58	15	23	4	6	648	271	10	64	21	6	648	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	3	20	8	53	4	27	635	49	2	27	51	20	638	2282	2	29	42	27	636
No	53	9	17	36	68	7	13	1	2	652	227	11	72	14	3	651	11782	15	63	19	3	650
Current LEP																						
Yes	0										0						329	4	44	30	22	640
No	68	9	13	39	57	15	22	5	7	648	276	10	64	21	6	648	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	34	2	6	18	53	12	35	2	6	644	135	7	59	29	6	646	5153	6	51	31	12	643
No	34	7	21	21	62	3	9	3	9	652	141	13	69	13	6	651	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	68	9	13	39	57	15	22	5	7	648	276	10	64	21	6	648	14057	13	57	23	7	648
Gender																						
Female	34	5	15	19	56	8	24	2	6	648	135	12	61	21	6	649	6967	16	59	20	5	650
Male	34	4	12	20	59	7	21	3	9	648	141	8	67	20	6	648	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1186	6	41	42	11	642
No	68	9	13	39	57	15	22	5	7	648	276	10	64	21	6	648	12878	14	59	21	7	648
Gifted/talented program																						
Yes	6	4	67	2	33	0	0	0	0	668	16	56	44	0	0	664	557	50	48	2	0	661
No	62	5	8	37	60	15	24	5	8	646	260	7	65	22	6	647	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 17
School: Guy E Rowe School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 66 25 3	0 8 1 0	0 18 6 0	3 24 12 0	75 55 71 0	0 11 3 1	0 25 18 50	1 1 1 1	25 2 6 50	645 650 648 631	6 66 27 1	6 10 11 0	63 64 67 25	25 21 18 50	6 5 4 25	647 649 649 637	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	48 40 12 0	4 4 1 0	13 15 13 0	22 14 3 0	69 52 38 0	5 9 1 0	16 33 13 0	1 0 3 0	3 0 38 0	650 649 641 0	45 44 10 1	11 10 4 0	71 59 59 50	13 27 22 50	4 4 15 0	651 648 645 646	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	25 58 16 0	3 6 0 0	18 15 0 0	11 23 5 0	65 59 45 0	2 8 5 0	12 21 45 0	1 2 1 0	6 5 9 0	650 650 642 0	28 54 17 1	20 8 0 0	67 70 43 50	9 18 47 50	4 4 11 0	653 649 641 642	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	10 76 13	2 6 1	29 12 11	3 29 7	43 57 78	1 13 1	14 25 11	1 3 0	14 6 0	648 648 653	11 69 20	14 10 7	62 64 67	21 21 20	3 5 6	649 649 649	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	9 58 33	0 2 7	0 5 32	2 26 11	33 67 50	2 9 4	33 23 18	2 2 0	33 5 0	635 646 656	8 53 39	0 4 19	43 67 65	33 24 14	24 5 2	640 647 653	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	55 43 1	5 4 0	14 14 0	16 22 1	43 76 100	12 3 0	32 10 0	4 0 0	11 0 0	646 652 652	51 47 2	10 10 0	62 69 33	23 16 50	5 5 17	648 650 639	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	21 58 9 12	2 5 2 0	14 13 33 0	10 22 2 5	71 56 33 63	2 8 2 3	14 21 33 38	0 4 0 0	0 10 0 0	652 647 650 646	17 67 6 9	9 11 18 0	72 64 47 64	19 19 29 28	0 6 6 8	651 649 647 645	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
Optional school/SAU question A. B. C. D.	25 50 25 0	0 0 0 0	0 0 0 0	1 0 0 0	100 0 0 0	0 2 0 0	0 100 0 0	0 0 1 0	0 0 100 0	642 637 624 0	13 25 50 13	0 0 25 0	100 0 50 100	0 100 50 100	0 0 25 0	642 637 642 640						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: MSAD 17
School: Guy E Rowe School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	2	3	19	8	1463	10
	2006-2007	2	4	19	8	2092	15
	2007-2008	6	9	16	6	1474	10
	Cum. Total*	10	6	54	7	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	26	43	100	40	5914	40
	2006-2007	24	44	101	42	5731	40
	2007-2008	26	39	121	44	6008	43
	Cum. Total*	76	42	322	42	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	18	30	81	32	4494	30
	2006-2007	20	37	83	34	4175	29
	2007-2008	20	30	83	30	4244	30
	Cum. Total*	58	32	247	32	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	14	23	52	21	3014	20
	2006-2007	8	15	39	16	2308	16
	2007-2008	15	22	56	20	2346	17
	Cum. Total*	37	20	147	19	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	8.9	46.8	9.2	48.4	9.6	50.5
Cluster 2: Shape and Size	15	27	7.8	52.0	7.6	50.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.7	52.9	3.8	54.3	4.2	60.0
Cluster 4: Patterns	15	27	7.0	46.7	7.2	48.0	7.5	50.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 6
SAU: MSAD 17
School: Guy E Rowe School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	67	6	9	26	39	20	30	15	22	639	276	6	44	30	20	640	14072	10	43	30	17	642
Ethnicity																						
African American/Black	2										2						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	1										3						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	64	6	9	24	38	20	31	14	22	639	271	6	44	30	20	640	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	1	7	5	36	8	57	624	49	0	16	27	57	625	2283	2	18	31	49	627
No	53	6	11	25	47	15	28	7	13	643	227	7	50	31	12	643	11789	12	48	30	10	645
Current LEP																						
Yes	0										0						339	5	22	32	41	631
No	67	6	9	26	39	20	30	15	22	639	276	6	44	30	20	640	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	34	1	3	11	32	10	29	12	35	633	135	3	36	31	30	636	5160	4	34	36	26	636
No	33	5	15	15	45	10	30	3	9	646	141	9	51	29	11	644	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	67	6	9	26	39	20	30	15	22	639	276	6	44	30	20	640	14065	10	43	30	17	642
Gender																						
Female	34	1	3	16	47	7	21	10	29	637	136	4	40	29	26	638	6974	10	43	31	16	642
Male	33	5	15	10	30	13	39	5	15	641	140	7	47	31	15	642	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1192	4	23	43	30	634
No	67	6	9	26	39	20	30	15	22	639	276	6	44	30	20	640	12880	11	44	29	15	643
Gifted/talented program																						
Yes	6	3	50	3	50	0	0	0	0	663	16	50	44	6	0	661	557	53	42	4	0	663
No	61	3	5	23	38	20	33	15	25	637	260	3	44	32	22	639	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 6
SAU: MSAD 17
School: Guy E Rowe School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	0	0	2	50	2	50	628	6	6	25	31	38	634	6	6	33	31	31	635
B. less than one hour	66	4	9	20	45	12	27	8	18	641	66	7	49	26	18	642	56	11	43	30	16	643
C. one to two hours	25	2	12	6	35	5	29	4	24	639	27	3	38	38	21	638	34	11	45	30	14	644
D. more than two hours	3	0	0	0	0	1	50	1	50	622	1	0	25	50	25	629	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	52	2	6	12	35	11	32	9	26	636	47	6	43	32	19	641	45	14	47	28	11	646
B. They match some of what I have learned.	33	3	14	12	55	6	27	1	5	648	43	6	53	29	12	643	43	8	43	33	17	641
C. They match just a little of what I have learned.	9	1	17	1	17	1	17	3	50	631	7	5	16	16	63	625	9	6	30	33	32	635
D. There is no match.	6	0	0	1	25	2	50	1	25	634	3	0	22	44	33	630	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	3	20	5	33	4	27	3	20	643	21	19	56	18	7	649	29	24	51	17	8	651
B. good	48	2	6	16	50	9	28	5	16	641	46	3	51	31	15	641	48	6	45	33	16	641
C. fair	24	1	6	5	31	6	38	4	25	637	30	1	32	38	28	635	19	1	29	42	28	634
D. poor	5	0	0	0	0	1	33	2	67	621	4	0	0	20	80	621	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	31	0	0	10	48	6	29	5	24	638	30	1	54	27	18	640	24	5	38	33	24	638
B. about the same as my regular schoolwork	60	5	13	13	33	12	30	10	25	639	60	8	38	33	21	639	62	9	45	31	14	643
C. easier than my regular schoolwork	9	1	17	3	50	2	33	0	0	645	10	7	52	26	15	644	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	55	2	6	14	39	11	31	9	25	638	54	3	43	34	20	639	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	38	2	8	10	40	9	36	4	16	640	42	8	47	27	19	642	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	8	2	40	1	20	0	0	2	40	647	4	18	36	9	36	641	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	19	1	8	1	8	6	46	5	38	630	13	3	22	39	36	631	17	8	39	30	22	639
B. two or three days a week	45	1	3	13	43	8	27	8	27	637	33	3	40	30	26	637	34	11	44	31	14	643
C. two or three times each month	21	3	21	6	43	3	21	2	14	647	29	8	48	31	14	643	31	12	44	29	15	644
D. never or almost never	15	1	10	6	60	3	30	0	0	648	25	9	58	24	9	646	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	9	0	0	2	33	3	50	1	17	636	8	5	32	27	36	635	11	11	37	29	23	641
B. two or three days a week	54	2	6	14	39	11	31	9	25	638	34	4	49	28	18	640	32	11	44	30	15	643
C. two or three times each month	22	1	7	7	47	4	27	3	20	638	32	3	45	37	14	640	32	11	45	30	15	643
D. never or almost never	15	3	30	3	30	2	20	2	20	646	27	11	41	25	23	641	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	0	0	1	25	3	75	612	4	0	18	9	73	622	7	6	29	33	32	635
B. 30–45 minutes	14	0	0	4	44	3	33	2	22	637	19	4	38	37	21	637	37	8	39	34	20	640
C. 45–60 minutes	65	4	10	19	45	9	21	10	24	641	58	6	49	26	18	642	42	13	47	28	12	645
D. more than 60 minutes	15	2	20	1	10	7	70	0	0	644	19	8	38	40	13	642	15	12	46	27	15	644
Optional school/SAU question																						
A.	25	0	0	0	0	0	0	1	100	604	13	0	0	0	100	604						
B.	50	0	0	0	0	0	0	2	100	621	25	0	0	0	100	621						
C.	25	0	0	0	0	0	0	1	100	614	50	0	25	0	75	624						
D.	0										13	0	0	0	100	622						